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Preface

The eighth edition of 'The Lexicon For Ethics, Integrity & Aptitude' has been updated with more relative and relevant issues of today in sync with the trends of UPSC. For the last two years, UPSC has been asking questions on ethical values of civil services. Further, values like peace, perseverance, interdependence, were asked whose application can be seen not only in public life but also in personal as well as professional life.

Thus, we can say UPSC is now requiring the understanding of ethical values in every domain. There were also different ethical issues asked like ethical dilemmas in public domain, crisis of conscience in personal life, refugee crisis, and principle of non-refoulment, knowledge illusion, fake news challenges due to digitization, etc. and their respective solution from the perspective of ethics.

In this issue we have covered all the above dimensions from ethical point of view. Some contemporary issues discussed are - Digital Media and its Challenges; Refugee Crisis; Gender Inequality; and Digitization and Culture.

Also, there is comprehensive coverage on Gandhi's Vision of Education, Contribution of Social Reformers towards Education; and Comprehensive National Power. As there is a regular practice of asking questions to decipher sayings of moral thinkers/philosophers; in this issue we have presented some of the Quotes/Sayings in an elaborated manner.

The GS paper IV "Ethics Paper" of civil services examination is the litmus test of an individual, that is not only based on a theoretical syllabus but also scrutinizes the individual from inside through judging his personal moral conducts.

This book, in a pedagogical manner, enlightens an individual about ethics and all its related concepts. This book is not just about the definitions, thoughts, quotations, concepts but, it is about the discussions, role-play, application of thoughts and underlying cases, etc. that are useful to any individual (not only for civil service aspirants) for moral conduct.



HOW TO USE THIS BOOK

This book 'The Lexicon for Ethics, Integrity & Aptitude' is a compendium covering all the dimensions of ethics and related concepts. This book completely justifies the syllabus of UPSC and other examinations where ethics is a dynamic subject - which oscillates between morality and ethicality. The book deals with in-depth concepts of normative ethics, meta-ethics, applied ethics and other related concepts.

If you are an aspirant for civil services, this book will enrich you with basic concepts of ethics as well as its application in real-life situations. So, this requires a systematic study of this book. Here are the three steps to develop clarity in concepts and the foundation for you to be ready for apply them.

Step 1: To derive maximum benefit out of this book, during the first reading, a reader must focus on the basic concepts and their relevance in real-life environment - conditions/situations. Try to differentiate between similar topics and focus on key definitions. To be more familiar with the topics, it requires a second reading. The second reading should be more in-depth and the reader should try to read between the lines and inculcate concepts and memorize keywords- this will make you comfortable in this subject.

Step-2: Ethics, being a dynamic subject, you have to develop a thought process and correlate different topics. Take the help of previous year question papers and try to answer the theoretical questions (not Case Study) of the paper through your earned knowledge after going through this book.

Step-3: After getting familiar with various concepts, terms & terminology, correlation among them, now you are ready to face real-life situations - to attempt case study questions. First go through the first chapter of this book that deals with case studies. Here you will find the logic of what you have learnt in basics.

Hope, you will enjoy this Book!!

CONTENT

| | |
|---|---------------|
| 1. A Brief Analysis of Case-Study (GS Paper-IV, 2018 - 2021) | 13-38 |
| ➤ General Overview of Previous Papers | 14 |
| ➤ An Overview of Case-Study Questions | 14 |
| 2. Lexicon of Case-Study | 39-60 |
| ➤ What is Case Study? | 39 |
| ➤ Types of Case Studies..... | 40 |
| ➤ A Brief on Case-Study Format | 49 |
| ➤ Practical Approach for Solving Case Studies | 50 |
| ➤ Stakeholders Involved in Case Study..... | 53 |
| ➤ Civil Servants as Stakeholders..... | 54 |
| ➤ Illustration of a Case Study | 57 |
| 3. Ethics & Human Interface | 61-138 |
| ➤ Socio-Political Evolution of Ethics | 62 |
| ➤ Ethics and Other Sciences | 66 |
| ➤ Branches of Ethics | 67 |
| ➤ Bio-Ethics | 69 |
| ➤ Ethical Standards | 76 |
| ➤ Making Decisions | 78 |
| ➤ When Two of Your Co-workers are Fighting..... | 82 |
| ➤ Environmental Ethics..... | 86 |
| ➤ Determinants of Ethical Behaviour | 90 |
| ➤ Difference between Non-Moral, Immoral, and Amoral | 94 |
| ➤ Ethics in Human Actions | 95 |
| ➤ Determinism and In-determinism | 97 |
| ➤ Values..... | 99 |
| ➤ Ethics in Public Administration | 103 |
| ➤ Violence | 105 |
| ➤ Terrorism | 106 |
| ➤ Public Relations..... | 108 |

| | |
|--|-----|
| ➤ What Makes a Leader?..... | 113 |
| ➤ Human Values- Lessons from Lives of Great Leaders, Administrators & Reformers..... | 125 |
| ➤ Personal Ethical Policy | 133 |

4. Attitude 139-162

| | |
|--|-----|
| ➤ Components of Attitude- 'CAB'..... | 139 |
| ➤ Categories of Attitudes-Explicit and Implicit..... | 140 |
| ➤ Formation of Attitude..... | 141 |
| ➤ Structure of Attitude and the Dynamic Properties of Attitude | 143 |
| ➤ Moral Attitude | 144 |
| ➤ Political Attitude..... | 145 |
| ➤ Functions of Attitude | 146 |
| ➤ Influence of Attitudes on Behaviour..... | 147 |
| ➤ Cognitive Dissonance | 148 |
| ➤ Social Influence..... | 149 |
| ➤ Persuasion..... | 152 |
| ➤ Office Politics..... | 154 |
| ➤ Public & Administrative Attitude & Governance in India. | 156 |

5. Aptitude & Foundational Values for Civil Services 163-184

| | |
|---------------------------------|-----|
| ➤ Foundational Values..... | 164 |
| ➤ Values and Public Values..... | 166 |
| ➤ Aptitude | 167 |
| ➤ Integrity..... | 169 |
| ➤ Uprightness | 173 |
| ➤ Impartiality | 175 |
| ➤ Political Neutrality..... | 176 |
| ➤ Objectivity | 179 |
| ➤ Empathy..... | 179 |
| ➤ Tolerance..... | 180 |
| ➤ Compassion..... | 181 |

6. Emotional Intelligence 185-226

- Emotional Intelligence 186
- Emotional Intelligence in Leadership..... 187
- Managers and Leaders: How Different Are They? 190
- Emotional Intelligence- Heart and Head Combined..... 203
- Emotional Quotient..... 210
- Helping Others Develop Emotional Quotient (EQ)..... 216
- How to Get Employee Work..... 219
- When EI trumps IQ 225

7. Contributions of Moral Thinkers & Philosophers 227-294

- Philosophy 227
- Normative Ethics Theories..... 230
- Virtues and Good Conduct 235
- Ethical/Moral Relativism..... 239
- Hedonism 242
- Ethics in Indian Philosophy..... 243
- Hinduism..... 246
- Other Religious Philosophies..... 247
- Sikhism 247
- Islam 248
- Christianity..... 249
- Zoroastrianism..... 250
- Judaism 250
- Taoism..... 251
- Confucianism..... 251
- Druze 252
- Baha'i 252
- Yazidis 253
- Buddhist Ethics..... 254
- Jaina Ethics..... 257
- Charvaka Ethics or Lokayat-mat..... 258
- Religion and Ethics 259
- Dalai Lama's Secular Ethics..... 260

| | |
|---|-----|
| ➤ Gandhian Ethics | 261 |
| ➤ Seven Deadly Sins..... | 264 |
| ➤ Rational Lies..... | 270 |
| ➤ Morality of Self-Interest..... | 274 |
| ➤ Feminist Ethics – Carol Gilligan..... | 276 |
| ➤ Ethics of Care and Ethics of Justice..... | 276 |
| ➤ Existentialist Ethics – Jean Paul Sartre..... | 277 |
| ➤ The Ethics of Authenticity..... | 277 |
| ➤ The Authenticity Paradox..... | 278 |
| ➤ Punishment and its Ethical Justification..... | 288 |
| ➤ Global Justice | 290 |
| ➤ Laws, Rules and Ethics..... | 292 |

8. Civil Services Values & Ethics

in Public Administration

295-370

| | |
|---|-----|
| ➤ Public Administration..... | 295 |
| ➤ Ethical Issues in Indian Civil Services..... | 301 |
| ➤ Constitutional Morality..... | 305 |
| ➤ Dilemma | 309 |
| ➤ Crisis of Conscience..... | 319 |
| ➤ Moral Free Space | 322 |
| ➤ Laws, Rules, Regulations and Conscience as Sources of Ethical Guidance..... | 332 |
| ➤ Accountability and Ethical Governance..... | 335 |
| ➤ Bureaucratic-ness..... | 342 |
| ➤ Ethical Competence..... | 347 |
| ➤ Strengthening of Moral and Ethical Values in Governance..... | 349 |
| ➤ Corporate Governance..... | 353 |
| ➤ Business Vs Ethics: Corporate Scandals..... | 355 |
| ➤ The Ethics of Corporate Fraud: Should We Care?..... | 357 |
| ➤ Principles of Public Life | 358 |
| ➤ Ethical Issues in Healthcare Industry | 361 |

9. Probity in Governance

371-452

| | |
|-----------------------|-----|
| ➤ Public Service..... | 371 |
| ➤ Probity..... | 372 |

| | |
|--|-----|
| ➤ Philosophical Basis of Governance and Probity..... | 373 |
| ➤ Private Interests | 375 |
| ➤ Civil Service..... | 375 |
| ➤ Social Contract..... | 383 |
| ➤ Transparency..... | 386 |
| ➤ Whistle-Blower..... | 388 |
| ➤ Right to Information..... | 390 |
| ➤ Code of Ethics..... | 392 |
| ➤ Codes of Conduct | 398 |
| ➤ Political Ethics | 401 |
| ➤ Citizens' Charter..... | 405 |
| ➤ Work Culture | 406 |
| ➤ Significance of Service Delivery | 408 |
| ➤ Utilization of Public Funds | 412 |
| ➤ Equity & Ethics..... | 419 |
| ➤ Corruption..... | 420 |
| ➤ Measures to Check Corruption | 427 |
| ➤ Canons of Financial Propriety | 437 |
| ➤ The Legislative Control over Administration..... | 437 |
| ➤ Politicisation of Bureaucracy..... | 440 |
| ➤ Bureaucratisation of Politics..... | 441 |
| ➤ Judicial Control over Public Administration | 443 |
| ➤ Citizens' Voice to Restrain Corruption..... | 446 |
| ➤ Social Audit | 448 |
| ➤ E-Government | 450 |
| ➤ Ethics in Private vs. Public Relationship..... | 450 |

10. Conflict of Interest & Conflict in Administration

453-498

| | |
|--|-----|
| ➤ Conflicts of Interest in Government..... | 453 |
| ➤ Ethics, Morality and Conflict of Interest..... | 461 |
| ➤ Official Duties | 463 |
| ➤ The Virtue of Selfishness "The Objectivist Ethics"..... | 465 |
| ➤ Conflict in Administration | 471 |
| ➤ Spirit of Service..... | 476 |
| ➤ Conflict of Interest in Overlapping & Intersectional Roles.... | 478 |

- Conflict of Interest too is Corruption.....490
- How to Resolve Conflict of Interest?.....493

11. Professional Code of Ethics 499-512

- Professional Code of Conduct.....500
- Professional Code of Ethics500
- Ethical Codes for Different Professionals.....504

12. International Relation and Ethics 513-540

- Ethics in International Affairs/ Relations.....513
- International Ethics.....522
- Ethical Issues in International Affairs526
- Ethical Issues in International Funding532
- Comprehensive National Power536

13. Ethical Issues 541-608

- Society and Social Issues.....542
 - Lynching and Intolerant Society.....542
 - Sexual Harassment at Workplace542
 - Ethical Issues Involved with the Old Age People544
 - Ethical Issues Involved with Children545
 - Ethical Issues Involved with Women545
 - Ethical Issues Involved with LGBTQ546
 - Ethical Issues Involved with Differently-Abled547
 - Privatization and Corporatization of Healthcare.....548
 - Corruption in Education Sector.....549
 - Gender Inequality550
 - Refugee Crisis.....552
 - Educational Issues557
 - Contribution of Social Reformerstowards Education.....561
 - Digitization & Culture.....564
- Science & Technology566
 - Genome Editing566
 - Three-Parent Baby568
 - Ethical Issues in Artificial Intelligence.....569
 - Data Privacy and Protection571
- Media.....573
 - Digital Media & its Challenges.....573
 - Indian Journalism and Indian Media577

- Public Administration & Governance.....579
 - Administrative Discretion579
 - Corruption in Administration580
 - Whistle-blowing.....581
 - Nepotism.....583
 - Ethical Issues in Human Resource585
 - Ethical Issues in Corporate Working586
 - Ethical Issues involved in Engineering Profession.....587
- Environment589
 - Inter-Generational Equity.....589
 - Climate Refugees590
 - Issue of Man-Animal Conflict & Culling of Vermin Species592
 - Environment vs. Development Debate593
- Economy.....595
 - Wealth Maximization & Equal Distribution of Wealth595
 - Ethical Issues in Farmers' Distress596
 - Ethics & Corporate Social Responsibility597
 - Ethics and Corporate Governance.....599
- Security.....601
 - Human Rights of Terrorists.....601
 - Disproportionate Use of Force by Govt. against Civilians.....602
 - Arrest of Fishermen Straying into Foreign Waters.....602
 - Nuclear Weapons and Disarmament.....603
- Disaster Management Ethics605

14. Quotations & Sayings 609-632

- INDIAN.....616
- Western623
- Global/Universals628
- Sayings on Values630
- Jottings on Morality.....631
- Philosophical Ponderings on Power.....631
- 'Catch-the-Lines' on Corruption632

15. Glossary 633-664



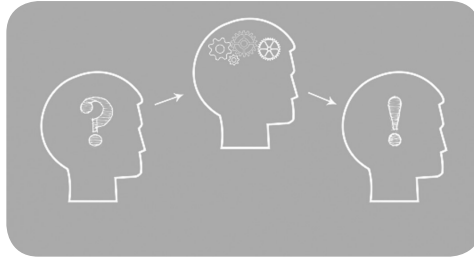
GENERAL STUDIES PAPER-IV

Syllabus as mentioned on the UPSC website

Ethics, Integrity, and Aptitude

This paper will include questions to test the candidate's attitude and approach to issues relating to integrity, probity in public life and his problem solving approach to various issues and conflicts faced by him in dealing with society. Questions may utilize the case study approach to determine these aspects. The following broad areas will be covered:

- **Ethics and Human Interface:** Essence, determinants and consequences of Ethics in human actions; dimensions of ethics; ethics in private and public relationships. **Human Values** - lessons from the lives and teachings of great leaders, reformers and administrators; role of family, society and educational institutions in inculcating values.
- **Attitude:** Content, structure, function; its influence and relation with thought and behavior; moral and political attitudes; social influence and persuasion.
- **Aptitude and Foundational Values for Civil Service:** Integrity, impartiality and non-partisanship, objectivity, dedication to public service, empathy, tolerance and compassion towards the weaker-sections.
- **Emotional Intelligence:** Concepts, and their utilities and application in administration and governance.
- **Contributions of Moral Thinkers and Philosophers:** From India and World.
- **Public/Civil Service Values and Ethics in Public Administration:** Status and problems; ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; accountability and ethical governance; strengthening of ethical and moral values in governance; ethical issues in international relations and funding; corporate governance.
- **Probity in Governance:** Concept of public service; Philosophical basis of governance and probity; Information sharing and transparency in government, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption.
- **Case Studies:** On the above issues.



A BRIEF ANALYSIS OF CASE-STUDY (GS PAPER-IV, 2018 - 2021)

To get familiar with the pattern of questions being asked, in this chapter a brief analysis of previous years' papers are discussed - particularly case study questions - that is the real test of this paper and in practical life.

One should first know about the roadblocks/knots then he should explore ways to overcome/unknot them through the tools provided in this book in a systematic manner.

Further, in this chapter, broader contours of the questions has been taken and certainly this cannot be treated as 'Model' answer as what is 'Model' for UPSC always remains shrouded on mystery and subject to varied interpretations. But, still this can be one of the approaches which you can opt for while attempting this paper.

General Overview of Previous Papers

The 'Section-A' of GS Paper-IV (2021) had total 6 questions, where each question had two sub parts, whereas quotation based question had three sub parts.

Same as previous year, UPSC this time again asked ethical values of civil services. For instance, question no 1 and 6, directly asked important civil service values. Further, if we see question number 3, values like peace, perseverance, interdependence, were asked whose application can be seen not only in public life but also in personal as well as professional life. Thus, we can say UPSC is now requiring the understanding of ethical values in every domain.

There were also different ethical issues asked like ethical dilemmas in public domain, crisis of conscience in personal life, refugee crisis, and principle of non-refoulment, knowledge illusion, fake news challenges due to digitization, etc. and their respective solution from the perspective of ethics.

Moreover, in order to curb corruption, candidate's understanding of citizen participation in form of social auditing, along with ethical values are needed.

An Overview of Case-Study Questions

The Paper of 2021 included total 6 case studies. The case studies, which were asked does not require understanding and application of ethical concepts from the perspective of civil servant but also from the other professions like hospital administrator, vice principal, project manager, etc. Thus, we can say UPSC is examining candidates' potential of addressing challenges of ethical issues in various domains.

Therefore in order to fetch more marks, clear-cut understanding of ethical values is required, so that a candidate can apply it in any situation - whether it is Civil Services or any other profession.

In the paper of 2020, there were mainly six case studies consisting 120 marks as previous papers. The length of the Case Study questions were smaller compared to the previous year

questions (2019). Each Case Study required deep understanding of basic concepts of ethics and their practical application on the given dilemma situations.

Though the cases were small in their appearance, they cannot be solved only by reading the given cases. Some previous knowledge and proper understanding of syllabus is essential to write the answer. It can be said that now UPSC is testing not only the theoretical knowledge but also its application on 'situation based' case studies.

Case Study: Sunil, a young civil servant reputed for his competence and integrity have to deal with sand mining mafia operating with the support of local functionaries and tribal musclemen who in turn were bribing selected poor tribal and had kept them under fear and intimidation; even his office employees have developed close unholy nexus with them. (2021)

Values Involved -

- Integrity
- Honesty
- Relentlessness
- Competence
- Courage
- Determination

Issues Involved: Illegal Sand Mining; Black Marketing; Excavating Sand from River Belts; Tribal Musclemen; Tribals under Fear and Intimidation; Office Employees' Nexus; Counter-Offensive Action; Threat on Families

Stakeholders Involved

- Sunil himself- a competent civil servant with his integrity, dedication and honesty
- Sand Mafias
- Tribal musclemen and local tribal community
- His family which includes his wife and mother
- Local functionaries
- Employees of his office
- General populace
- Country and its values in general



ATTITUDE

Attitude refers to a psychological tendency that is expressed by evaluating a particular object with some degree of favour or disfavour. “Object” includes people, things, events, and issues. Attitudes are the feelings and beliefs that determine the behaviour of the persons. They provide framework for responding in a particular fashion.

The attitudes may be positive or negative. The positive attitudes yield favourable behaviour and the negative attitudes yield unfavourable behaviour. Therefore all variables must be identified and analysed which help in the formation of favourable attitudes. The persons having positive attitudes towards the job and organisation may contribute their best to the organisation.

Components of Attitude- ‘CAB’

There are three components of attitude, generally called CAB-

- Cognitive
- Affective
- Behavioural

A. Cognitive Component

The cognitive component of attitudes refers to the beliefs, thoughts, and attributes we associate with an object. When you

form your opinion or judgment on the basis of available information and decide whether you have a favourable or unfavourable opinion on that, it is the cognitive part of an attitude we are talking about.

B. Affective Component

The affective component of attitudes refers to feelings or emotions (e.g. fear, sympathy, hate, like, pleasure) linked to an attitude object. Affect plays a very important role in attitude formation. Also, affect is a common component in attitude change, persuasion, social influence, and even decision making. How we feel about an outcome may override purely cognitive rationales.

C. Behavioural Component

The behavioural component of attitudes refers to a tendency or a predisposition to act in a certain manner. The predisposition to behave in a certain manner may be caused by affective and cognitive components. For example, the things you believe about something (for e.g. 'my boss is corrupt and is misusing company funds') and the way you feel about it (e.g. 'I can't stand working for him') may have some effect on the way you are predisposed to behave (e.g. 'I'm going to quit my present job').

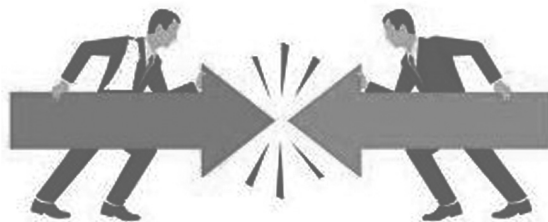
Categories of Attitudes- Explicit and Implicit

Attitudes are divided into two categories as given below. The basic difference between these two types of attitudes is conscious and unconscious cognition.

- Explicit attitudes- Result of Conscious Cognition
- Implicit attitudes- Result of Unconscious Cognition

Explicit Attitudes

They are characterized as the attitudes which are the result of conscious cognition, which means person is aware of his or her attitude. Explicit attitudes are mostly affected by recent or more accessible events. These types of attitudes represent cognitive and motivational factors behind the assigning of attitude, more deliberate thinking is involved in it. Since self is involved more consciously in it so sometimes it is known as 'self reported attitude'.



CONFLICT OF INTEREST & CONFLICT IN ADMINISTRATION

Conflict of interest is an important concern which sometimes becomes the root cause for many of the ethical dilemmas as far as public life and government service is concerned. Though, Conflict of Interest has been discussed in other Units of this book but this Chapter is exclusively devoted for this aspect.

Conflicts of Interest in Government

What are Conflicts of Interest?

An individual play multiple roles in his life, they inherently possess many different interests and loyalties. At any given time, these interests may compete with each other. Such conflicts are a part of life and are unavoidable. Public officials, as stewards of the public trust, are required to put the public's interest before their own. Impropriety occurs when an officeholder, faced with conflicting interests, puts his or her personal or financial interest ahead of the public interest. In the simplest terms, the official reaps a monetary or other reward from a decision made in his or her public capacity.

454 THE LEXICON

The most common conflicts in local government happen when office-holders face a vote on real property/land use issues that affect their own holdings. Other examples include voting to grant a benefit to a company in which the officeholder owns stock or even to a non-profit organization on whose board the officeholder may sit.

When a conflict of interest is possible, an officeholder is expected to abstain from the discussion and the vote.

What do Conflicts of Interest have to do with Ethics?

Public service is always about protecting the common good, which may be defined as the common conditions that are important to the welfare of everyone-police, fire, parks, libraries, and other services.

A public servant must always put the common good ahead of any personal, financial, or political benefit they might receive from a decision about such matters as where to situate a park or who should collect the garbage.

Also, conflicts of interest interfere with the basic ethical principle of fairness-treating everyone the same. A public official should not take unfair advantage of his or her position by voting on a matter that could benefit them at the expense of others.

Finally, conflicts of interest undermine trust. They make the public lose faith in the integrity of governmental decision-making processes.

Guidance

Conflicts of interest can occur in teaching, in research, in clinical practice and while in Public office. They may be obvious (and for that reason comparatively easy to identify and avoid) or extremely subtle. No code of ethics or brief "Issues in Ethics" statement can be framed that will specifically identify all of the forms such conflicts can take.

This Issues in Ethics statement attempts to do two things in a fairly general way: (1) give some guidance in identifying conflicts of interest and (2) suggest what should be done when a conflict is identified.